

Open hearing considers grading, tenure

By Alex Makowski

Merits of the present tenure system and the values and limitations of our present grading and exam processes highlighted the second open hearing for the New Lewis Commission Friday.

Professor Gian-Carlo Rota, chairman of the Freshman Advisory Council, developed a lengthy analysis of our grading system. Charging that our ABCDF marks do not properly evaluate as well as popularly believed, he suggested that the new panel consider a restructuring of MIT's grading procedure.

Discussion of tenure compared the current American system to a proposed five or ten year contract structure. This, emphasized the professor offering the idea, would take some of the pressure off the backs of junior faculty members. But Professor Sheldon Penman reminded the audience of the effect this system has had in the Soviet Union. Rather than easing fear of Department Chairmen, apprehension among young professors has increased.

Improved curriculum

Professor Joseph Licklider, as well as several others present, asked investigation of our curriculum structure. He urged that the establishment of such "discovery" oriented courses as special project labs not be over-ruled solely because of their high cost. Emphasis should be placed on subjects which develop a sometimes atrophied investigative skill.

Another curriculum-oriented debate concerned freshman courses. Many first-year students, one professor charged, are turned off when confronted with the sit-down, fact-dispersion courses they take. Some way must be found to encourage the motivation of new students.

Graduate schooling

These educational points touched on the issue of graduate education. Why should there be a special distinction, one professor queried, between graduate and undergraduate students? Another participant challenged the privileged status accorded to Master and Doctoral candidates.

What, then, should be the Institute's policy on post-doctoral students? A professor called for an examination by the new Lewis group of the contribution these 1000 scholars make to the MIT campus.

Cure-all?

Yet with all this discussion, Harold Federow warned, we must avoid expecting the commission to be a panacea for MIT. The old Lewis report, he pointed out, contains too many suggestions for reform that were never implemented — as if the community conscience were eased by seeing the problems set down in print.

President Johnson agreed that a solution never results from just the presentation of the difficulties. He promised action based on the findings of the panel.

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Photo by Joe Kashi

President Howard Johnson and Faculty Chairman Walter Rosenblith listen to faculty comment during the recent Lewis Commission

Friedman-Samuelson debate pits circulation against taxes

By Joe Kashi

The Samuelson-Friedman debate produced some smoke and heat, but little light as fiscal proponent Paul Samuelson of MIT and monetary promoter Milton Friedman managed to agree only that both monetary and fiscal policy were important.

Fiscal policy deals with governmental attempts to control economic growth through the use of taxes and other forms of economic stimuli or brakes. One form of stimulus would be deficit spending by the government, which is often an economic spur. Likewise, a budgetary surplus often tends to slow down an overheated economy.

Nixon advisor

Friedman, an Economics professor from the University of Chicago and a frequent economic advisor to Richard Nixon and Barry Goldwater, believes that the government can best help the economy by controlling the amount of money in circulation. This is the so-called monetary policy.

The Federal Reserve Bank is primarily responsible for this form of regulation. In addition, the

Federal Reserve Bank is usually free of the political restrictions imposed by a Congress reluctant to increase taxes. In this way, it is able to speed up or slow down the economy as it feels necessary by increasing or decreasing the supply of money.

While neither Samuelson nor Friedman totally disavowed the usefulness of the other's form of economic policy, both claimed that events had born out their own respective schools of policy. Friedman offered the continuing inflation as an example. Johnson finally was able to increase effective taxes with the surcharge, but this raise had a negligible effect upon the economy. Keynesian economics predicted otherwise. Samuelson countered by stating that the monetary supply was increasing at the same time, thus negating the effect of the tax raise.

Moral position

Samuelson did admit he was arguing from a moral position at times, notably for regulatory commissions such as the SEC whose primary function is to protect people. The nation must decide the goal towards which its economic policy is to be directed, taking humanitarian objectives into account.

Some topics were not substantially disputed by either speaker. Both Friedman and Samuelson actively advanced free international trade. However, Friedman went further and advocated the abolition of all tariffs, arguing that competition and efficiency would enable the US to more than hold its own. Samuelson stated that the dollar has become an over-valued currency. To this, Friedman answered: "So what... [the US is so economically powerful that]...they don't have to like it, they have to take it...there's still a minimum of coercion in the world."

EXAMS

JUNE 2-6

1969 student awards given

By Harold Federow

Karl Taylor Compton Prizes, and Baker Awards were presented to students and faculty members at last Thursday's Awards Convocation.

Compton prizes

The Karl Taylor Compton Prizes went to Daniel J. Finger- man '69, Anthony George '69, Peter Q. Harris '69, Maria L. Kivisild '69, Mark J. Mathis '69, Robert McGregor '69, and the Black Student Union. Shirley A. Jackson G, and Fred D. Johnson Jr. '72 accepted the award for the BSU.

Baker awards for excellence in teaching went to Lawrence L. Bucciarelli, Assistant Professor of Aeronautics and Astronautics, Irwon M. Rubin, Assistant Professor of Management, and Harry M. Schey, Instructor in Physics.

Undaunted by the poor publicity and a beautiful day, MIT gathered Thursday in the Great Court to honor outstanding students, staff, and faculty members of the past year.

There were many parents in the small crowd of about 150. Those who came early pulled chairs from one of the stacks and set them up for parents and friends. Those who came after the ceremonies started stood around the perimeters.

Many appeared to be uninformed about the event. The Registrar had neglected to post a sign

on the bulletin board in Building 7 to say that classes had been cancelled. Instead, a letter was circulated to all professors requesting them to announce the cancellation of classes.

Prather presides

Ceremonies began at about 11 am and were presided over by UAVP Richard Prather '72, substituting for UAP Mike Albert '69. After an introduction, Prather presented Professor Patrick Hurley, Department of Earth and Planetary Sciences, who awarded the William A. Stewart Award for outstanding contributions to extracurricular life at MIT.

Those receiving the award were Ivan R. Burns '69, Alan M. Goldberg '69, William B. Grossman '69, Stephen H. Kaiser G, Anthony K. Lima '69, Jonathan M. Morey '69, David E. Newman '69, Michael R. Terry G, and James R. Truitt Jr. '69.

Professor Ross H. Smith, Director of Athletics, presented the Class of 1948 Award for the outstanding athlete of the year to Jeffrey M. Weissman '69. The Eastern College Athletic Conference Merit Medal went to Geoffrey G. Hallock '69.

The Cochrane Award for a primarily responsible for this form of regulation. In addition, the

(Please turn to page 3)



Photo by Dick Koolish, courtesy Technique

Peter Q. Harris receives a Compton Award from Chairman of the Corporation James R. Killian, Jr.

President's draft overhaul falls short of total reform

WASHINGTON (CPS)— President Nixon last week proposed a major overhaul of the Selective Service System that would include selection of 19 year-olds first by lottery. But the President's proposals fell far short of completely eliminating the inequities and uncertainties inherent in the draft.

He asked Congress to amend the Selective Service Act so he could make these changes:

*Change from an oldest-first to a youngest-first call-up system,

*Reduce the period of prime vulnerability from seven years to one year,

*Utilize a random, or lottery, selection system,

*Continue undergraduate deferments but place students in the prime vulnerability pool for one year after studies end,

*Permit graduate students to complete the full year instead of one term if they are ordered for induction, and

*Review guidelines, procedures, and standards related to exemptions and deferments.

The trouble with Nixon's proposals, as even the New York Times noted, is not what is in it but what is not. The President virtually ignored the suggestions made by a 1967 White House commission that would have cleaned up uniform standards on all local boards. Moreover, Nixon

declined to recommend other changes that have been urged this session in Congress.

Nixon's reforms have a hollow ring because of the way he went about recommending them. The President has executive powers that allow him to change the order of call, end occupational deferments, make standards more uniform, and modernize the system without Congressional approval.

And he neglected to comment on the future of what many young people feel is the symbol of the antiquated draft: Director Lewis B. Hershey, with his sight getting worse and his age advancing.

The President's call for Congressional action was full of the recent rhetoric of draft reform, aiming for equity and reasonableness: "We can do no less for the youth of our country," he said. Young men turning 18 and others who care had hoped for more.

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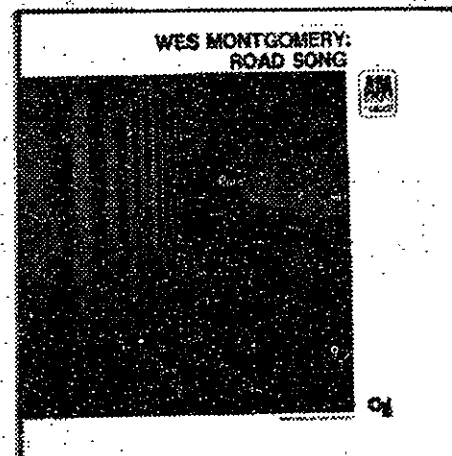
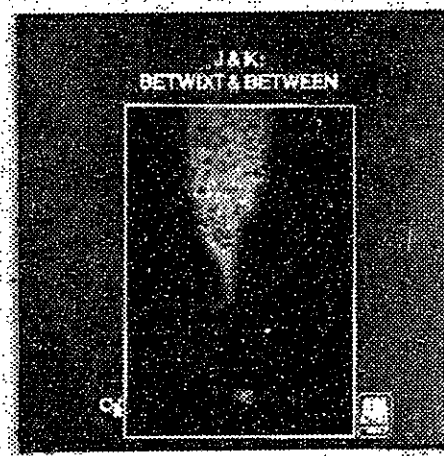
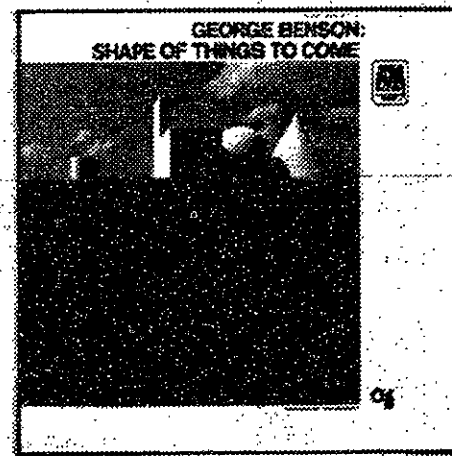
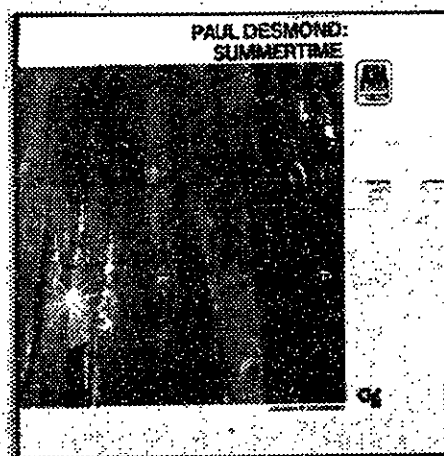
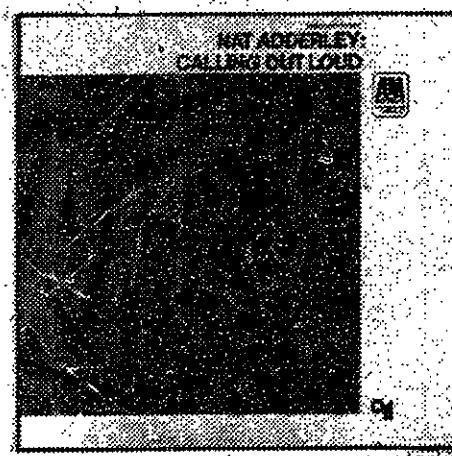
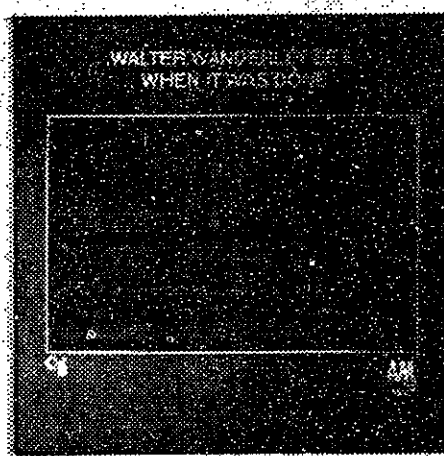
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Ideas offered for Lewis study

(continued from page 1)

Following up on their General Assembly appearance, Professor John Graves and Jim Smith officially presented their proposal for a Bachelor of Arts degree. Their un-structured program would permit students more freedom in designing their MIT education.

As for staffing the new Lewis group, one professor asked that emphasis be placed on selecting younger men. "We older professors," he remarked, "look to the past, while younger men look to the future."

Faculty housing

Returning to faculty-related issues, a need for on-campus faculty housing was expressed. The essence of a true college community is the faculty-student interchange possible only when professors can readily mingle with undergraduates.

Johnson welcomed the sentiment. Many times, while strolling through the campus after dinner, he had sensed the absence of MIT's faculty. Some way to overcome the pre-dinner exodus must be found.

Expansion

More, housing, though, means expansion, and Provost Jerome

Wiesner described the powerful spatial limitations. He related his meetings with Johnson, discussions of the possibility of branch campuses. Reflecting the MIT scientific emphasis, they could

nevertheless offer more diversity. "What we should do," replied Professor Dwight Baumann, "is sell MIT franchises." "Fifty million dollars," returned Wiesner, "would be about right."

MIT honors achievements at Awards Day convocation

(continued from page 1)

senior who has shown qualities of humility, leadership, and scholarship in the intercollegiate athletic programs went to George A. Hus-tak '69, and James R. Yankaskas '69. gold Awards in Athletic Administration went to Lee A. Dilley '69, Jeffrey M. Weissman '69, Ben T. Wilson '70, and James R. Yankaskas.

Silver Awards for Athletic Administration went to Carl B. Everett '69, Joel M. Hemmelstein '70, Richard C. Hood '70, Kathleen F. Jones '71, John W. Oehrli '69, Walter C. Price Jr. '70, Robert N. Schulte '71, and Stephen L. Wiener '69. Certificate awards in Athletic Administration went to Richard D. Boettger '70, Henry DuBose Montgomery Jr. '71, Cleveland Smith Jr. '69, and Paul W. Sullivan '71.

The Burton R. Anderson Jr. Award to the Manager of the Year went to Robert N. Schulte '71.

The Varsity Club Trophy for the living group having the highest ratio of intercollegiate letter winners to eligible members went to Beta Theta Pi. Maria Kivisild received the MITAA Pewter Bowl for outstanding contributions to women's athletics. The Quadrangle Club award went to Albert Lau '72 and Peter Arnold Sanders Jr. '72. They were the outstanding freshmen athletes.

Music awards

Baton Society awards for outstanding contribution to music at MIT went to Wendell C. Brase '69, and William B. Grossman '69. The Frederick Gardiner Fasset Jr. award went to William Samuel Stroud '70, for the unselfish demonstration of the qualities of spirit, dedication, and service in furthering the ideals of the MIT fraternity brotherhood.

Horatio G. Daub '70 received the Scott Paper Foundation Leadership award. The James N. Murphy award for outstanding Institute employees went to Richard P. Reavis, a porter at Burton House.

The Convocation concluded with remarks by President Johnson. Then the crowd left — the prize-winners and families to lunch in the Student Center, the students and secretaries back to work.

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First strike

The current discussion of the role of defense research at MIT comes at a time when there is an enormous amount of ambiguity in the strategic arms race.

Deployment of MIRV and ABM is being justified in terms of the possibility that the Russians are attempting to gain a first strike capability vis a vis this nation. This would mean that they would be able to launch a nuclear attack against this country which would be so devastating as to eliminate the possibility of effective retaliation by the US. At present, both nations have a second strike capability, i.e., no initial attack could destroy enough of the enemy's retaliatory forces to prevent the attacked nation from devastating the attacking power. It is this uneasy balance which some analysts fear is being upset.

The prime evidence offered in the case supporting the hypothesis that the Soviets are seeking a first strike capability is the continuing deployment of their SS-9 missiles and Polaris-type submarines. The SS-9 is seen as a first strike weapon because of its higher accuracy and greater payload than previous models, both prerequisites for effectiveness against hardened missile sites. In contrast, second-strike weapons, such as the Soviet SS-11, need not be as accurate or powerful in order to be effective against cities, which are the prime targets in a second strike.

However, data on the SS-9 is incomplete, and it is possible that it represents an evolutionary upgrading of the Soviet missile force rather than a major attempt at gaining a first strike capability. This interpretation is bolstered by the continuing deployment of the less expensive SS-11's; one would expect that if the Soviets were truly seeking a first strike, they would use their entire missile budget for the SS-9. If SS-9 deployment levels off within a year or so, it will be evident that the Soviet objective was not a first strike. If, on the other hand, deployment continues, our second strike capability may be in jeopardy.

In that case, we will have to take some sort of action to preserve our deterrent. The least expensive action to take under those circumstances would be to deploy Poseidon missiles (equipped with I-Lab's MIRV) on our Polaris subs. While we do not favor deployment of MIRV at this time, it is important that the system be ready to go if Soviet intentions prove unfavorable.

We reiterate our opposition to the Safeguard ABM system as a means for preserving our deterrent, since it is unlikely that it will safeguard anything. If a means of preserving our second strike capability is needed, Poseidon will be cheaper and easier to deploy than Safeguard. In addition, deploying Safeguard is likely to convince the Russians that we are seeking a first strike capability which will be gained by extending the proposed system to protect our cities against a Soviet second strike.

The only real solution to the threat of nuclear devastation, however, will be some sort of US-Soviet agreement on strategic arms limitation. The possibility of achieving such an agreement may be seriously jeopardized by completing the final two months of MIRV testing, which are about to begin. If these tests are completed, the Soviets will have no choice but to assume that we have deployed MIRV, and they will upgrade their efforts accordingly. Therefore, we call on the Nixon administration to at least postpone the last testing phases and seek productive talks with the Russians; if this is not done, a golden opportunity to lift some of the burden of producing nuclear arms from the people of this nation will be lost.

While we find it difficult to defend some of the projects now underway at Lincoln Labs, it should be noted that that laboratory is actively engaged in research in seismic array detectors and satellite communications techniques which will make it possible for us to monitor Soviet compliance with any arms-control treaty without on-site inspection. We look forward to the day when the Special Laboratories will be able to work in entirely civilian fields. However, in light of the current situation, it should be pointed out that some of the projects currently being done there are likely to bring that day closer.



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The Tech is pleased to announce the election of our new Advertising Editor, Steve Bailey '72. We regret to announce the resignation of Carliss Baldwin '72, Night Editor.

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UAP reports

(Ed. note: Instead of our usual letters column, we are printing three rather unique letters: open letters to the students, faculty, and administration from UAP Mike Albert. We feel that this is an appropriate way to close the term, and we hope that the community will read them in the spirit in which they are written.)

Brothers and Sisters,

This past week guns and helicopters matriculated in our newly emerging utopian educational system. Someone I know took heroin; another person I know went away to straighten out a normal sensitive and beautiful head, for those attributes seem of late to invite only pain, hardship and disaster; I, myself, stepped out in anger, hurt and frustration, for a brief rest before a new assault on my most recent benefactors. Why?

Why indeed? Because there's shit and garbage in the homes of the ghetto while we drive on new roads in Suburbia and fight wars of attrition against everyone — including ourselves. Because we're all afraid of hitchhikers, the price of cars is going up, and everyone's a stranger to everyone else. Because we all know that half the world is dying and the other half — well, it's nearly dead — and none of us seems to be able to do much, except the people in the west. They can visit the nerve gas storage tanks and pray for lightning. Sick? — I really have to wonder — What is sick?

So alright you say I'm a pessimist but then there is U Thant who suggests that the whole world has about ten years left to go — and then goes back to "business as usual".

No, I'm not a pessimist. In fact, I believe that I am a pragmatist. I don't accept that the human race exists so as to self-destruct; I don't accept that man needs to compete, kill, or starve. I am willing to say no. I believe that we can build a society in which men relate as equals, cooperating; striving only to fulfill their own needs and desires — human and natural desires, rather than the kind imposed by an unreal, propagandist and manipulative social order. We on the left have a vision, an intuition, if you will, of a society in which we are all responsible for our own behavior and there's no "law and order" — instead: justice and love. Trite you say, Go get stoned brother — whichever way you prefer.

How does all this happen? Regrettably I must report that it will not occur without a very great disturbance. But of course we must remember that the status quo is a disturbance — a disturbance of every value ever worshipped in any church or human head.

For myself the way, while cluttered and cloudy, is well outlined, even if ridden with a little guilt and much fear. My own desires demand that I pursue a path that allows me to relate freely with others, love whom I choose, live as I like; thus I must avoid compromising myself and what I believe in, avoid (to use the vernacular) being hyped and typed. In this country that means that I must work in the Movement. No coincidence, I believe. The fact that the Movement is where one pursues the kind of society I've outlined and also the only place left that is 'spiritually' alive is certainly no surprise.

Recently someone asked me about non-violence. I said that I wished I could afford to be. There are some other things about which I must say similar words; what of yourselves, brothers and sisters, can you afford what I cannot, or are we of the same world? The walls of your memory will echo your sorrow. The pictures of sadness are not what they seem.

So hold out your smile, take my hand and be happy. These pictures of sadness are not all they seem.

Jorma Kaukonen—Jefferson Airplane

Erich Fromm has said that capitalism and brotherhood are incompatible. I agree, and so I will devote my life to brotherhood — capitalism be damned. What about yourself, next time we meet should I call you boss, or brother?

If you are too young to die, can it

be possible, as everyone else suggests, that you are too old to live? I think not.

Yours in Freedom and Expectation,
Michael Albert

An Open Letter to the Administration Gentlemen:

When I ran for office I was asked whether I would be able to get along with you — I answered that I didn't see why not, though I didn't believe it was a prerequisite. Now I wonder. I have found as I thought to be the case that you are well motivated and personable. I have found that despite your ages I could like you, but still I wonder.

At first I thought that our goals were really quite parallel. But for the fact that you were victims of your position and place I thought we might even be partners of a sort, but now alas I wonder. How deep do the effects of your positions go? Are your titles and actions in any way distinguishable?

Your interests, so manifold and varied, seem to dwarf my naive concerns. While I worry about workers control and the quality of daily living you must consider the maintenance of General Motors and Lockheed, for they are certainly a very real part of your lives. While I oppose military muscle because it has long since grown cancerous you must be a bit more cautious — for there are corporate and political interests to consider; what of the next trip to Washington, and what of M.I.T.R.E. Corp. with its own kinds of South East Asian Treaties (or is it more precise to say contracts)? While I am able to speak long and hard against manipulation, you must be a little more coy. For there is project CAM to consider and then some. To stress manipulation might be risky for the father figures of the faculty. (Even if that role came by evolution rather than design.) How could you convince the technicians that your first duty is to country and labor; the faculty and alumni that you are their servant in a continual quest for stability; and lastly, of course, the students, that you are champions of change devoted entirely to our present and future interests? How in fact can you support large scale change while decrying non-violent Democratic dissent as irresponsible? Ah but I must not forget, every leader must have a consensus, and of course dissension must be held to a minimum at all costs.

Your idea of change and commitment, at least on this campus, seems to be talk and discussion. I am not so fond of the spoken word, maybe it is because I am irresponsible — maybe it's because I hear very little being said by those in power; very little being said that hasn't been said before.

You have set up a commission to investigate defense department ties, well and good by some standards, I suppose, however the MIRV is about to be deployed and the crimes drag on. But then you have other concerns, don't you?

You have condoned and supported the establishment of a committee to investigate ROTC. A little late, don't you think? Russell's tribunal did a more than adequate job to say nothing of the Nuremberg trials. But then you have other concerns also?

A commission to investigate education — a glorious endeavor but my naive doubts linger, for I remember the discussions of grades and requirements. Then there is the commission's name which harks back to a time before many of us were born; meaningless, or maybe perhaps it tells us something. But I have only to worry about knowledge; how it can be taught and learned: You must of course consider funding, prestige, and, is it possible, the futures of your corporations.

"Can we work together," they ask. The only grounds upon which we can meet together as equals and partners are the grounds for change. I am no longer interested in long-winded debates on the merits of the status quo — the status quo is obscene and immoral. If we are to talk at length it must be of change and how to get it that we speak, and we must not speak, and we must not speak falsely, nor can we

confine ourselves to words, for the hour is getting late and the time for action is upon us.

Yours — with some sorrow, some pity, and a little hope,

Michael Albert

An Open Letter to the Faculty Middlemen.

My salutation may seem strong or sad; mean or mild: It is only the way I feel, nothing more and certainly nothing less. Your role, whether it be a welcome one or not, is in no way fitting for any group; you must not acquiesce.

This University, like all others, is suffering from many and varied maladies. Some would have us believe that the germs are students — thus you need only eliminate the most unruly ones and health shall abound. Do not be fooled, gentlemen — you should have to eliminate us all, and then lo and behold someone would suggest that "Oh well, we were wrong all along, the germs are faculty." A personal purge is no answer, we must come together, not apart.

That however seems patently absurd — How can we come together? The common assumption is that the only way is to cover over disagreements, avoid dissension, and ride out the storms with smiles and good will for all. Under those conditions, your smiles are plastic, your good-will false; let us dispense with pretense please, and remember that we are equals. We cannot be afraid of our emotions, if it is anger we feel we must show it, to do otherwise is to invite disaster. Disagreement by any other name is still disagreement. To come to terms we must allow reality to surface. One can be emotional and at the same time rational — indeed there is in my mind a grave question about whether or not one can be rational without being emotional, at least in times such as these.

We are all concerned that there be change; we are all concerned that non-violence prevail; but are we as concerned about violence to others as violence to ourselves? And how do we define violence, do we include psychological and economic deprivation when we talk of intimidation? The normal order of our lives is permeated by a level of coercion and force that is inhuman and indeed intolerable — speak not to me of sit-ins, while the war wages; I don't want to hear about free speech from any save those who speak freely. The material deprivation of the ghetto; the spiritual deprivation of all our lives — reason enough I believe to rebel.

It is difficult to address you as a whole, you have little in common among yourselves; less in common with me. At the same time we are all people and if I am right the problems and thoughts that occupy my mind should, must, and will occupy yours. In the future I intend to treat you as equals and people — you ask what can that mean? It means simply that I will respect your integrity and intelligence, I shall speak to you as I would to my friends, no words deleted, no ideas spared — my style will reflect my feelings.

The decorum of your meetings reflects MIT, as it was, not as it is. You are treated like children — and you accept it. It eludes me to think why. Don't you share my angers and frustrations? Don't you desire to work hard and long not at 'business as usual' but at rebuilding this sick society? Hasn't the sterility of our personal relationships provoked you to thought; to a desire for change? Does the war eat at your mind? Indeed, are your kids rebelling? Do you really feel you could stand trial? I couldn't.

Let me not drag on. There is a battle being waged near and far, it takes many forms; it has many effects. The time is not far distant when there will be no middle ground. The events at Berkeley should teach you that when the time is right for guns and gas your countenanced visages aren't worth a damn — They will not pause in their attack because of your demeanor — let your objective neutrality be damned, my brothers are being killed — they are your students, I believe.

Patience is not always a virtue, neutralism is partisan — choose your views, do not let them choose you.

Peace and Power,
Michael Albert

John King - Concentrated Studies

By Charles Mann

It started in 1963 when I was teaching classes on a regular basis like everyone else and also trying to do some research. I became aware of how fragmented my time was so I thought it would be nice if I could do my teaching and then my research and not have my week broken up with an hour here and an hour there. It was purely selfish.

Then along came the CCCP which was an extensive study of our curriculum. It set a stop to any other development, but it did one very important thing as far as I was concerned: it authorized project labs. I then worked on our project lab which hits students very well sometimes, and sometimes they get very frustrated. Maybe they are learning that they do or don't want to become experimental physicists, the kind that work with apparatus rather than computers. I could see that the lab suffered from meeting at intervals and between times the students' apparatus would sort of come apart; people would borrow things from it.

Finally, I started to formalize this and put it together. It looked more and more to me that concen-

tration would be a method of teaching that I would like, and that students might like it too. In point of fact, the notion of breaking up time has its origin in childhood. There is a theory that children have a short attention span and therefore one should change what they are doing and interrupt it. This is true if what they are doing is boring. Somehow the idea of everything being in fifty minute chunks has grown and stayed with us.

So the time seemed ripe and we started putting it together. I first started the project in conjunction with other departments, but every time I found someone who was really interested he was too busy or his department head wouldn't let him do it. One of the problems is that innovators tend to be the same fraction of the faculty, and they are all busy. But I did get hints and encouragements.

Q. How about going into more detail on the structure of the course.

A. Well, any particular student spent a certain amount of time working in a laboratory learning about certain instruments and later applying the instrument to a

project. He spent some time in reading the textbook and some time doing homework problems. There was some time spent listening to what I (Dr. King) call free associations about the material and some time in interviews in which I would suggest things to read that might be of interest. The material was approached in many different ways from one day to the next, so that in a funny way it really wasn't concentrated. The students just didn't sit down and do problem seven and do problem eight and nine. It was rather varied.

Q. How did you go about guiding the students' projects?

A. First, all the projects were worked on in partnerships. Of course they had some problems since you had to have compatible people but the relationships were of the kind that the Institute does not ordinarily foster. Anyway I would be in the laboratory from nine to ten thirty every day to sort of wander around and admire, or question, or worry, or whatever seemed appropriate. In other words I worked the same way that graduate thesis supervisors work with their students. That is more or less how the project part of it worked. I might say that some students were who wanted to have their hands held the whole time and some who wanted to do it their way with no help whatsoever. Somewhere in the middle is a reasonable compromise.

The reading and so on came out in the interviews. I would ask questions about the homework "How far along are you?" That has an evaluatory tone that bothers the students a little and they

wonder secretly if there are some kind of records. There really were no records. I did keep a book of the interviews with something about what questions they asked that also served as a sort of scratch record of what we talked about so that things that were mentioned several times could be brought up in lecture.

Q. What sort of encouragement was there to do the homework?

A. Well, we had a transient occurrence. My graduate assistant decided that it would be pedagogically sound if the homework were collected and corrected, and I felt there was some sense to this. So I said, well go ahead and collect the homework, and everybody sort of looked down. Soon after they started complaining in private. Maybe they just don't like having the homework collected. So we rescinded the order. You (the interviewer) have seen the report and know that most of the homework was done.

Q. How important do you think problem sets are in a course like this when there are so many other things going on?

A. I feel that doing homework problems is useful if one learns how to do them correctly, since one does such problems regularly (as a physicist). I think that the homework problems (and one could say that an MIT education is coming and doing the three thousand homework problems) are important but not equally so for everyone. It isn't right to make everyone come and do the three thousand problems. These students were generally very responsible and thoughtful people and they could tell themselves whether they should do more

problems or less problems. My guess is that the sort of daily interview we had put on a little pressure. The importance of any different ingredients of this experiment is plainly different for different people.

Q. The question was not just about problem sets but about different ways of learning.

A. Well the students in general were exposed to a cycle of seeing something in the morning in lab and talking about that. If any one of them was particularly interested in that topic then I would send him off to find out about it. Then later in the afternoon there was a homework problem on the same subject as the lab and discussion. The role of the problems was to force the student to sit down after seeing the material or before seeing it and work it out for himself.

Q. What about the students? Do they get tired of just seeing physics?

A. Naturally it varied. The program is not the end-all since it suits some students and not others, in fact it suits some teachers and not others.

Q. Then what about the integration of lab work into the curriculum?

A. I don't think it will succeed very well. The corridor labs and project labs are the best of a bad thing. In the last analysis the best thing is for a student to come to a research lab and find someone whom he enjoys working with and someone who will take him seriously and get him going.

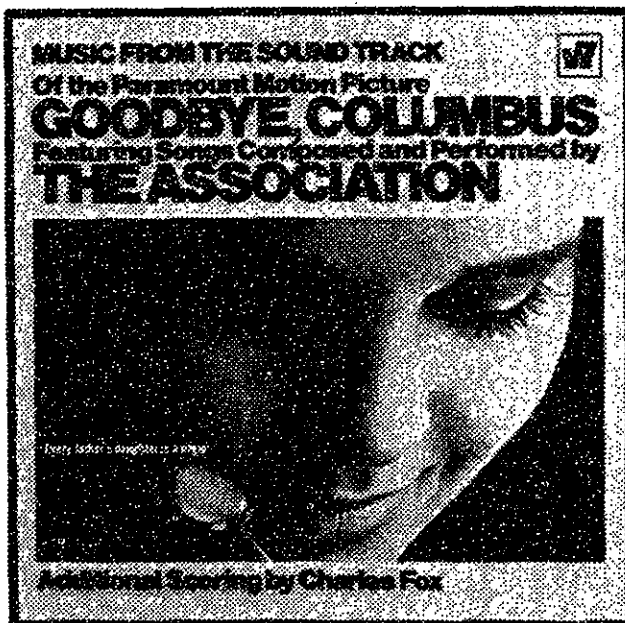
Q. What sort of topics do you think are amenable to study in this way?

A. Far more subjects are amenable to it than seems obvious at first glance. That is one of the reasons for my wanting to have more publicity. In fact any serious work is done in concentrated form. It is possible to turn around and ask how people have been putting up with the five course situation.

Q. What about evaluation?

A. I think the only way you can is not to evaluate it but to press to have a number of people try it out and the degree of enthusiasm will measure it. It will become part of the system, and no one really evaluates the system. It will be evaluated by the fact of someone else trying it or not.

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music...

Unusual effects accent Vaughan Williams' 7th

By Robert McCall

The first recording of Ralph Vaughan Williams' 7th Symphony, based on themes from his soundtrack of the film *Scott of the Antarctic*, uses some unusual techniques, making the album worth noting. First: the insertion of spoken superscriptions at the beginning of each movement by Sir Ralph Richardson adds tremendously to the overall theme of the Antarctica journey of Scott, and also recalls other heroes who fought nature and lost. Another novel device is a "wind machine" in the first and fifth movements of the Symphony.

The movements suggest the different moods of the explorers: arrival, setting off on the journey, during it, and the end, as they die of frostbite three miles from their destination. "To suffer woes which hope think infinite..." begins the first movement (Andante Maestoso), depicting the awesome majesty of the southern wastes which the expedition is about to cross. Vaughan Williams introduces a theme that is present throughout the Symphony (with the exception of the fourth movement) played by the bass instruments that express the drudgery and monotony in all phases of the crossing.

The second movement (Moderato) is a quick scherzo, which slows down little by little into the bass theme. "There go the ships and there is that Leviathan..." Now they are alone and eager in the task before them, the journey starts quickly and easily, but the snow, the cold, the wind, and the wolves are against them as they reach the mood that is to prevail throughout the crossing.

The third (Lento) is a musical description of the landscape about them, starting with the intricate beauty at their fingertips and then suddenly rising in a majestic swell as if approaching a large barrier, elegant in its imposing nature. This movement is, ironically, the weakest of the Symphony, calling upon themes and moods from other movements without sufficient development of any.

The fourth movement (Andante Sostenuto) has no feeling of Antarctica: it is warm and human, depicting the men inside the tent and away from the cold, the men who can forget, for one brief moment, that their lives are in danger. Yet, towards the end, this warmth dies off into nothingness, like the fading flicker of an extinguished flame.

Cinema origin

The lines for the last movement are taken from Captain Scott's Journal: "I do not regret this journey; we took risks, we knew we took them, things have come out against us, therefore, we have no cause for complaint." The Epilogue (Alla Marcia Moderato, ma non troppo) has the forces of nature finally overpowering the theme that is related to the men, but more in a way expressing any brave man overwhelmed by circumstances.

Vaughan Williams' Symphony No. 7 is well done and is not, as some critics have inferred, downgraded by the fact that it has come out of the cinema. Other great composers of our time have rewritten concert music from their movie scores, among them Shostakovich and Prokofiev, and little is said of them in this respect. Andre Previn has, perhaps, put too much embellishment into the music; however this served to intensify the spectacular nature of the score. This Symphony is listed as the first of a series of Vaughan Williams' Symphonies.

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movie...

'Teorema'-who wants to decipher it?

By Robert Fourer

Symbolism in the arts, movies in particular, can (and usually does) fail for a wide variety of reasons. Mostly, though, the problem is some combination of the two simplest ones: the symbolism is too obvious, or too obscure. In the case of *Teorema*, the latest film by Pier Pasolini (of *The Gospel According to St. Matthew*), it is both, and the result is more than doubly unfortunate.

To begin with, *Teorema* is a parable; so its strength must lie in its symbolism, and little else. The film opens, after a diffuse introduction that becomes clear only later, as a young man (Terrance Stamp) comes to visit a middle-class Italian family. All of them—mother, father, son, daughter, and maid—are mysteriously, and usually sexually, attracted to him; and he benevolently satisfies their desires. After treating them all in turn, he is suddenly required to leave (though the audience is never told why); and again, one by one, his hosts come to him, begging him to stay. Their themes are similar: he has changed their self-knowledge, their whole outlook on life, and they cannot bear it without him.

In short, Pasolini has created the most obvious Christ-type figure one could ever hope to see. If the movie ended right there, there wouldn't be much to puzzle about—everything would be reasonably, if not entirely, clear cut. The director, however, has broader ideas. After the young man leaves—and he is not seen again—he examines the five others once

more. Now, one by one, they break down, but in an unpredictable and seemingly uninterpretable way. Some perform good deeds, and some bad; some influence others, and some withdraw entirely; the daughter can do nothing—she contracts an incurable disease. The symbolism here is thick and complicated, and obviously Pasolini is working with much more than he at first seemed to be.

The trouble now, though, is that the appearance of this complex symbolism is intrusive; the viewer wishes it would go away, or at least resolve itself. A successful parable should tempt one into trying to figure it out; in *Teorema* the urge is more just to sit back and watch uncomprehendingly. The scenes, in any case, are far from boring, and Pasolini has an especially haunting way of shooting his characters.

Of course, it's possible the film was intended this way—perhaps Pasolini wanted the effects of his deity to be random and undecipherable. Unfortunately, it would take several more viewings, and a

fair amount of curiosity, to check even this out. If anyone's really interested, at least he could do worse.

* * * * *

One scene, the love-making episode between the young visitor and the daughter, comes to an abrupt and uncharacteristic end with what is by far the sloppiest jump cut in the entire film; it's as if the scene is supposed to reach a climax as soon as the camera reaches the girl's breasts. It would be hard to convince anyone that something hasn't been cut out; with all the fuss over censorship, maybe someone should take a look at the changes that don't reach court.

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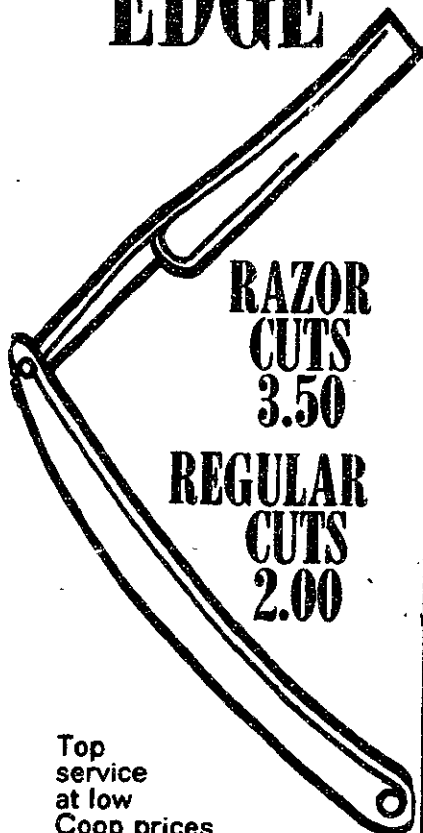
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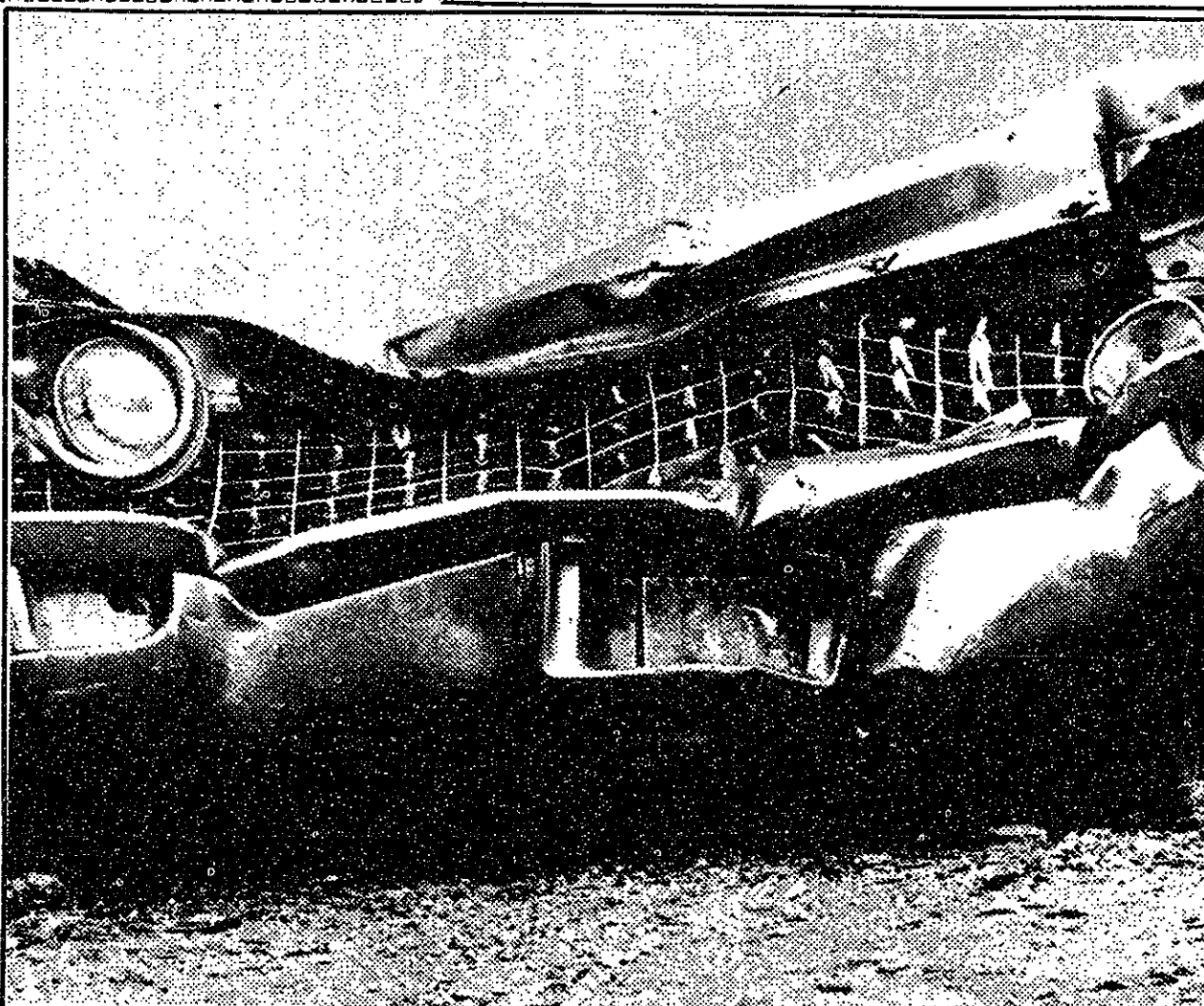
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THE
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SAE dumps SAM for IM title

The intramural softball crown was bitterly contested between two even adversaries, SAE and SAM, until the SAE'ers clinched the game and the title on the last pitch of the season. Winning pitcher Don Paul's ground single up the middle drove in the tying and winning runs in the 7-6 triumph.

At the beginning of the game it appeared that the Sammies would repeat their 12-4 clubbing of the SAE'ers. Al Czernicki led off with a lined single to left field. With the infield drawn in for the bunt, Stu Nemser poked a ground ball in the hole which the shortstop make a fine stop on but couldn't do anything with. Ira Sacks loaded the bases with a shot to left field. Rich Haberman's and Ken Gilbert's singles drove in a run apiece to leave the bases still plugged with no outs. However, Paul induced the next two batters to pop up before walking rival hurler Paul Sitkus and forcing in yet another score. SAE got out of the inning without any further damage.

In the bottom of the second SAE drew within one.

That's how the game stayed until the seventh as the Sammies continually got under Paul's soft pitching. SAE didn't have much success against the hard throwing Sitkus either. However, Sitkus led off the top of the seventh with a walk. Rick Dorman forced him at second, but Czernicki drove him all the way home with a misplaced

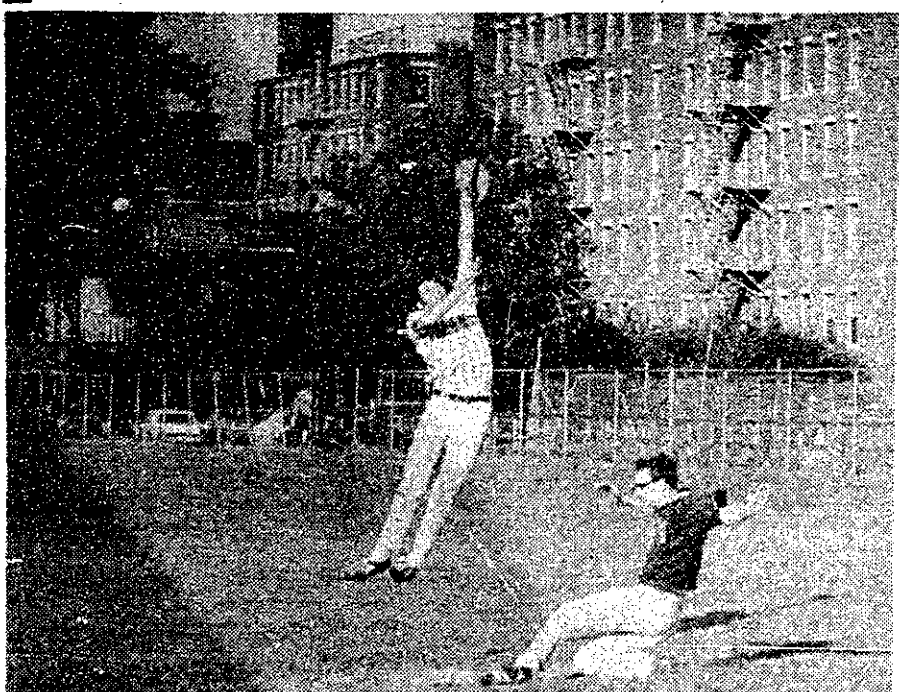


Photo by Gary DeBardi
SAM second baseman Ray Kwasnick '71 stretches vainly for over-

thrown peg from the catcher as an SAE runner slides in safely. single to right. Infield was again drawn for Nemser, who has a reputation as a dangerous bunter, but Nemser crossed up the defense with a tremendous triple to right field. On the next pitch Sacks made it 6-3 with a single to center. It appeared to be icing on the cake with Sitkus pitching, but it was not to be.

Sitkus, who was pitching his fourth game in six days, lost his stuff. Jim Seeger started it with a hard ground ball to left field. Jeff Hallock after creaming two long fouls lined a single to center. Colber Reisz dropped a perfect bunt down the third base line to load the bases. Chris Thurner then chopped a high hopper towards third. When Haberman deflected

it into foul territory, two runs came home to make the score 6-5. Sitkus bore down and poured two strikes past Paul before the SAE hurler connected for the game winning hit.

If you drink, don't drive; and if you smoke...

(CPS) - A recent experiment to the article in Science do not designed to test the comparative mean driving too fast, since the effects of alcohol and marijuana simulator machines "drive" at a on driving performance has shown grass the winner in nearly every category. The research was reported in the current issue of Science

The test, run in Seattle, Wash., by the state's Department of Motor Vehicles and medical professors from the University of Washington, measured the responses of individuals intoxicated with alcohol, high on marijuana, and in normal condition. The subjects, who were tested repeatedly over a period of weeks to prevent error, were placed inside a driving simulator which shows movies of driving situations and measures the speed and strength of their responses to the films.

The simulators, the Motor Vehicles department says, will soon replace standard driving tests for Washington applicants for drivers' licenses. The machines, an official says, "test the quality of a person's driving—not just whether or not he avoids violations."

The test subjects were measured for steering errors, use of turn signals at the wrong time, speedometer errors, and total errors.

In every case, and after repeated tests, drivers who were under the influence of alcohol made significantly more errors in all the categories except steering. Drivers who experienced a "normal social marijuana high" made more speedometer errors than the others, but in all other areas their driving was exactly like that under normal conditions. They also made the same number of total errors as "normal" test subjects.

Speedometer errors, according

Wilson cracks New England steeplechase mark in 8:51.8

By Pete Peckarsky

Ben Wilson '70 led the New England IC4A's 3000 meter steep lechase from start to finish as he set a conference record in the grueling event. The Golden Jet was favored to win the event and was granted the pole position on the starting line. After two laps, he had opened up twenty yards of daylight on the pack. Charlie Lang of UMass closed the gap to five yards on Wilson midway through the race but was unable to approach any closer. With two laps to go, the Golden Jet cut in the afterburners and left Lang far behind. Wilson streaked to the tape in the record time of 8:51.8. His effort smashed the year-old mark posted by 1968 BAA Marathon Champion Amby Burfoot of Wesleyan.

In the three mile, Art Dulong—Holy Cross distance phenom, and Wilson waged a battle royale for the first half of the race. Wilson shot out to the lead for the

first half mile in a typically quick start. On the third lap, Richard Spurling of UConn and Dulong came storming past. Wilson stayed right, with them for a lap until Spurling tired and faded. Wilson shadowed Dulong for the next two laps until Dulong suddenly pulled away at the mile and one-half mark as the effects of Wilson's record-setting steeplechase race began to take their toll. The race ended with the runners in that order.

Back in the pack, newly-elected 1970 outdoor track captain Larry Petro '70 was fighting for fifth place. Petro closed the gap to 20 yards on Ron Wayne of UMass with a lap to go. However, Paul Hoss of UMass slipped ahead of Petro in the final kick over the last lap as Petro finished seventh.

On the strength of Wilson's ten point effort, MIT placed 15th in the meet. Coast Guard and Holy Cross tied at 35 points apiece for the championship.

Tech nine loses last game 5-4

By Jag Zager

The long season came to its quiet end last Friday as the varsity baseball was defeated by Bentley College by a 5-4 margin. The loss gave the engineers a 6-15 mark, considerably below last year's record of 11-12. In order to reach this year's mark, the team had to play .500 ball for the last eight games.

Friday's game was another in a series of close contests that might have gone either way. After two scoreless innings, MIT came to life in the bottom of the third, as Tom Pipal reached second base on a throwing error, advanced to third on a long fly ball, and scored on a passed ball. Starting pitcher Pat Montgomery was able to hold this lead for four innings as he pitched no-hit ball, but in the top of the fifth, the Bentley hitters went to work. A walk and three singles turned a 1-0 ballgame into a 3-1 deficit, as well as ending the threat of another shutout.

The Batsmen tied the score in the bottom of the fifth, when Pipal led off with a hit to left field. Dave deWitte, concluding a fine career at Tech, followed with a long double to left field, putting runners on second and third with none out. Captain Lee Bristol singled home Pipal, and Bob Dreser knocked in deWitte with an infield out.

Bentley pulled ahead to stay in the sixth, as Montgomery ran into a streak of wildness. A single, a hit batsman, and a walk, combined with two wild pitches gave the visitors a 5-3 lead.

In the bottom of the ninth, the varsity came to life as Moose Freyberg led off with a walk. He went to second on an error, and scored on a lined single off the bat of senior Mike Neschleba, also playing his last game. Neschleba proceeded to steal second base, but died there as Lee Bristol skied to left to end the game, as well as the season.

Thus, Fran O'Brien's first year

as MIT baseball coach came to an end. Individual statistics show Bob Dresser as the team's leading hitter with a .270 mark in 20 games; John Compton was second at .251, while Tech All-Star Jeff Weissman hit .231 and led the squad in Runs Batted In with 17. Leading the moundsmen was David deWitte, who compiled a 4-8 mark, while setting a new MIT record for games won in a career, as he was 4-4 in his junior year.

Next year's squad will be co-captained by Bob Gerber and Bruce Wheeler, who is returning from a year at Princeton.



Photo by Gary DeBardi
Dave Dewitte '69 beats out an infield hit in Wednesday's game against Northeastern. The varsity ended the season with a 6-15 record by losing a 5-4 decision to Bentley.

IMrecap

SAE, Persians, PLP win

Softball

1. SAE
2. SAM
3. PDT
4. Bexley 'A'
5. LCA
6. DU
7. Burton 'A'
8. Connor 5
9. Baker Z
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Theta Chi
Burton 2
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Senior House
Burton 3A
Student House
Phi Sigma Kappa

Volleyball

1. Persians
2. Graduate Economics
3. Club Latino
4. PSK 'A'
5. Burton 2 'A'
6. TEP 'A'
7. Ashdown 'A'
8. Burton 5 'A'
9. PBE
10. Burton 3 'A'
11. Connor 5 'A'
12. LCA
13. Baker 'A'
14. Connor 1 'A'
15. DTD
TDC

Soccer

1. PLP
2. Bexley
3. East Campus
4. TD
5. NRSA-ATO
6. Baker A
ZBT
DTD
9. SPE

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Wednesday, May 28, 1969

Lundry
Room 14E-210